

# OELAS Website Review

ELL Coordinator Boot Camp  
September 18, 2014

The screenshot shows the Arizona Department of Education's OELAS website. At the top, the Arizona Department of Education logo is on the left, and social media links for Facebook and Twitter are on the right. Below the logo is a navigation bar with links: HOME, ALL PROGRAMS, STAFF DIRECTORY, CONTACT ADE, FAQ, SCHOOL REPORT CARDS, COMMON LOGON, and ADECONNECT. A large banner image of five diverse children smiling is featured, with the text "ENGLISH LANGUAGE LEARNERS" overlaid. Below the banner is a secondary navigation bar with links: Home, AZELLA, ELL Forms, ELP Standards, SEI Models, ELD, Title III, OELAS Conference, PELL, About Us, and Contact Us. The main content area is divided into three columns. The left column contains a "DEPARTMENT MENU" with links to Superintendent, About Department of Education, Accountability, Standards & Assessment, Educator Certification, Finance / IT / Business Services, Special Education, English Language Learners, Employment Opportunities, School Reports / School Results, Career & Technical Education, and State Board of Education. Below this is an "A-Z All Programs" button. The middle column has a "FIND A SCHOOL" section with buttons for District Schools, Charter Schools, and Private Schools, followed by a "NOTICE OF PUBLIC MEETINGS" section and an "EVENT CALENDAR" for 2014. The right column features a "What's New" section with a list of recent updates, a "Hot Topics" section with a list of current topics, and a "PELL" section. A sidebar on the right contains several yellow buttons with icons: FAQ, ELP Standards, ELD Professional Development, ELD Resources, PELL, AZ College & Career Ready Standards, K-12 ACADEMIC STANDARDS, ASSESSMENT, and Move On When Reading. The bottom of the page features a decorative graphic of stars.

Arizona Department of Education

Font+ | Font-

SEARCH

HOME | ALL PROGRAMS | STAFF DIRECTORY | CONTACT ADE | FAQ | SCHOOL REPORT CARDS | COMMON LOGON | ADECONNECT

ENGLISH LANGUAGE LEARNERS

Home | AZELLA | ELL Forms | ELP Standards | SEI Models | ELD | Title III | OELAS Conference | PELL | About Us | Contact Us

DEPARTMENT MENU

- Superintendent
- About Department of Education
- Accountability
- Standards & Assessment
- Educator Certification
- Finance / IT / Business Services
- Special Education
- English Language Learners
- Employment Opportunities
- School Reports / School Results
- Career & Technical Education
- State Board of Education

A-Z All Programs

FIND A SCHOOL

- District Schools
- Charter Schools
- Private Schools

NOTICE OF PUBLIC MEETINGS

EVENT CALENDAR

2014

2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

You are here: Home

Overview

The Office of English Language Acquisition Services (OELAS) is committed to providing guidance, assistance, and support to all of Arizona's school districts and charter schools charged with the educational needs of Arizona's English language learner (ELL) population by... -more-

What's New:

- ELD Professional Development for August-October 2014
- PELL Meeting Flyer for Friday, September 19, 2014
- ELL Coordinator Boot Camp Flyer for Thursday, September 18, 2014
- OELAS ELL Connections Newsletter

Hot Topics:

- 2014 OELAS Conference – Session Proposal Application
- 2014 Arizona ELL Teacher of the Year Nomination Documents
- Arizona's A-F Letter Grade Accountability System 2014 ELL Point Criteria
- SEI Budget – 2014-2015
- Directive Regarding the AZELLA Resolution Agreement

OELAS Website At-A-Glance:

- Announcements / Memorandums
- Arizona English Language Learner Assessment (AZELLA)
- Arizona State Board of Education Approved SEI Endorsement Training
- Articles of Interest and Useful Links
- English Language Learner (ELL) Forms
- ILLP Implementation Documents
- Monitoring Information and Documents
- Parent Information
- Structured English Immersion (SEI) Models
- Title III

FAQ

ELP Standards

ELD Professional Development

ELD Resources

PELL

AZ College & Career Ready Standards

K-12 ACADEMIC STANDARDS

ASSESSMENT

Move On When Reading



### OE LAS Website At-A-Glance:

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Related  
Assessment &  
K-12  
Resources

<http://www.azed.gov/english-language-learners/>

ASSESS

General Information

Test Coordinator

Resources

Contact Information

General Information

Test Coordinator

Resources

Contact Information

For **questions pertaining to test administration**, please contact us by emailing the AZELLA inbox

[AZELLA@azed.gov](mailto:AZELLA@azed.gov)

602.542.2967

Lisa Oliver

ELL Assessment Development

[Lisa.Oliver@azed.gov](mailto:Lisa.Oliver@azed.gov)

602.542.0948

Marlene Johnston

Director of English Language Learner Assessments

[Marlene.Johnston@azed.gov](mailto:Marlene.Johnston@azed.gov)

602.364.3501

#### LINKS

- [AZELLA Corrections / SDELL Reports \(Common Logon\)](#)
- [PearsonAccess](#)
- [PearsonPerspective](#)

# ENGLISH LANGUAGE LEARNERS

[Home](#) | [AZELLA](#) | [ELL Forms](#) | [ELP Standards](#) | [SEI Models](#) | [ELD](#) | [Title III](#) | [OELAS Conference](#) | [PELL](#) | [About Us](#) | [Contact Us](#)

You are here: [Home](#) / [Finalized English Language Proficiency \(ELP\) Standards](#) / [English](#)

## ELL Sample Forms

The Arizona Department of Education, Office of English Language Acquisition Services has developed these forms for use by the LEAs. These were created as samples and can be used by the LEA, or the LEA can create one for their own use.

- [Sample AMAO Letter](#)
- [Sample Notification of Reclassification Letter](#)
  - [\(In English\)](#) [\(In Spanish\)](#)
- [Sample Two-Year Monitoring Form for FEP Students](#)
  - [\(In English\)](#)
- [English Language Proficiency Assessment Attestation](#) [Word](#) [PDF](#)
- [Written Individualized Compensatory Plan \(WICP\)](#) [Word](#) [PDF](#)

- [Moving from ELL Services to Mainstream](#)
- [Moving from Mainstream to ELL Services](#)



**STAGE I**  
PRINT ALL

**STAGE II**  
PRINT ALL

**STAGE III**  
PRINT ALL

**STAGE IV**  
PRINT ALL

**STAGE V**  
PRINT ALL

**STAGE II**  
Listening and  
Speaking  
Domain

**STAGE II**  
Reading  
Domain

**STAGE II**  
Writing  
Domain

**STAGE II**  
Language  
Strand

**STAGE II**  
Correlation  
Guide to the  
2010 Arizona  
ELA  
Standards  
(CC)

(1-

STAGE III (3-  
5)

STAGE IV (6-  
8)

STAGE V (9-  
12)

## Language Proficiency Standards

### Guidance Document

Reading  
Domain

Reading  
Domain

Reading  
Domain

STAGE III  
Writing  
Domain

STAGE IV  
Writing  
Domain

STAGE V  
Writing  
Domain

STAGE III  
Language  
Strand

STAGE IV  
Language  
Strand

STAGE V  
Language  
Strand

STAGE III  
Correlation  
Guide to the  
2010 Arizona  
ELA  
Standards  
(CC)

STAGE IV  
Correlation  
Guide to the  
2010 Arizona  
ELA  
Standards  
(CC)

STAGE V  
Correlation  
Guide to the  
2010 Arizona  
ELA  
Standards  
(CC)

LANGUAGE DEMANDS/LANGUAGE  
COMPLEXITIES  
(by permission of WestED)

REGULAR  
S/VERBS

DISCRETE SKILLS INVENTORY (DSI)

© 2012 THE ILSA



**Language for Achievement—Taxonomy: Academic English Language Functions**

Academic English Language Function		Operational Definition—The language needed to engage with and achieve in the content (standard or item) consists of the use of:	Academic English Language Function		Operational Definition—The language needed to engage with and achieve in the content (standard or item) consists of the use of:
A	Identification	a word or phrase to name an object, action, event, idea, fact, problem, need, or process.	K	Generalization	phrases or sentences to express an opinion, principle, trend, or conclusion that is based on facts, statistics, or other information, and/or to extend that opinion/principle/etc. to other relevant situations/contexts/etc.
	Labeling	a word or phrase to name an object, action, event, or idea.		Inferring	words, phrases, or sentences to express understanding of implied/implicit based on available information. Discourse markers include inferential logical connectors such as <i>although</i> , <i>while</i> , <i>thus</i> , <i>therefore</i> .
	Enumeration	words or phrases to name distinct objects, actions, events, or ideas in a series, set, or in steps.		Prediction	words, phrases, or sentences to express an idea or notion about a future action or event based on available information. Discourse markers include adverbials such as <i>maybe</i> , <i>perhaps</i> , <i>obviously</i> , <i>evidently</i> .
B	Classification	words, phrases, or sentences to assign/associate an object, action, event, or idea to the category or type to which it belongs.	L	Hypothesizing	phrases or sentences to express an idea/expectation or possible outcome based on available information. Discourse markers include adverbials such as <i>generally</i> , <i>typically</i> , <i>obviously</i> , <i>evidently</i> .
	Sequencing	words, phrases, or sentences to express the order of information (e.g., a series of objects, actions, events, ideas). Discourse markers include adverbials such as <i>first</i> , <i>next</i> , <i>then</i> , <i>finally</i> .		Argumentation	phrases or sentences to present a point of view with the intent of communicating or supporting a particular position or conviction. Discourse structures include expressions such as <i>in my opinion</i> , <i>it seems to me</i> , and adverbials such as <i>since</i> , <i>because</i> , <i>although</i> , <i>however</i> .
	Organization	words, phrases, or sentences to express relationships between/among objects, actions, events, or ideas, or the structure or arrangement of information. Discourse markers include coordinating conjunctions such as <i>and</i> , <i>but</i> , <i>yet</i> , <i>or</i> , and adverbials such as <i>first</i> , <i>next</i> , <i>then</i> , <i>finally</i> .	M	Persuasion	phrases or sentences to present ideas, opinions, and/or principles with the intent of creating agreement around or convincing others of a position or conviction. Discourse markers include expressions such as <i>in my opinion</i> , <i>it seems to me</i> , and adverbials such as <i>since</i> , <i>because</i> , <i>although</i> , <i>however</i> .
C	Comparison/Contrast	words, phrases, or sentences to express similarities and/or differences, or to distinguish between two or more objects, actions, events, or ideas. Discourse markers include coordinating conjunctions and <i>but</i> , <i>yet</i> , <i>or</i> , and adverbials such as <i>similarly</i> , <i>likewise</i> , <i>in contrast</i> , <i>instead</i> , <i>despite this</i> .		Negotiation	phrases or sentences to engage in a discussion with the purpose of creating mutual agreement from two or more different points of view.
	Inquiring	words, phrases, or sentences to solicit information (e.g., yes-no questions, wh-questions, statements used as questions).		Synthesizing	phrases or sentences to express, describe, or explain relationships among two or more ideas. Relationship verbs such as <i>contain</i> , <i>entail</i> , <i>consist of</i> , <i>partitives</i> such as <i>a part of</i> , <i>a segment of</i> , and quantifiers such as <i>some</i> , <i>a good number of</i> , <i>almost all</i> , <i>a few</i> , <i>hardly any</i> often are used.
D	Description	word, phrase, or sentence to express or observe the attributes or properties of an object, action, event, idea, or solution.	N	Critiquing	phrases or sentences to express a focused review or analysis of an object, action, event, idea, or text.
F	Definition	word, phrase, or sentence to express the meaning of a given word, phrase, or expression.			
G	Explanation	phrases or sentences to express the rationale, reasons, causes, or relationships related to one or more actions, events, ideas, or processes. Discourse markers include coordinating conjunctions <i>so</i> , <i>for</i> , and adverbials such as <i>therefore</i> , <i>as a result</i> , <i>for that reason</i> .			
H	Retelling	phrases or sentences to relate or repeat information. Discourse markers include coordinating conjunctions such as <i>and</i> , <i>but</i> , and adverbials such as <i>first</i> , <i>next</i> , <i>then</i> , <i>finally</i> .			
	Summarization	phrases or sentences to express important facts or ideas and relevant details about a process, event, or action.			
I	Interpretation	phrases, sentences, or words to express an introductory, intended or alternative relationship between two or more objects, actions, events, or ideas.			
J	Analyzing	phrases or sentences to express a relationship between two or more objects, actions, events, or ideas. Relationship verbs such as <i>contain</i> , <i>entail</i> , <i>consist of</i> , <i>partitives</i> such as <i>a part of</i> , <i>a segment of</i> , and quantifiers such as <i>some</i> , <i>a good number of</i> , <i>almost all</i> , <i>a few</i> , <i>hardly any</i> often are used.			

# DISCRETE SKILLS INVENTORY

WestEd

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ELP  
GLOSSARY

IRREGULAR  
NOUNS/VERBS

bs		Past Participle	Stage
Key irregular verbs for forming tenses			
	Been		ELL III/Grades 3-5
	Had		ELL III/Grades 3-5
	Gone		ELL III/Grades 3-5
	Done		ELL III/Grades 3-5
"a" vowel progression			
	Run		ELL III/Grades 3-5
	Come		ELL III/Grades 3-5
"o – en" progression			
	Written		ELL III/Grades 3-5
	Ridden		ELL III/Grades 3-5
	Gotten/got		ELL III/Grades 3-5
vowel to short vowel to –en progression			
	Hidden		ELL III/Grades 3-5
	Bitten		ELL III/Grades 3-5
"ear – ore – orn" progression			
	Torn		ELL IV/Grades 6-8
	Worn		ELL IV/Grades 6-8
	Sworn		ELL IV/Grades 6-8
"–en/n" progression			
	Eaten		ELL III/Grades 3-5
	Driven		ELL IV/Grades 6-8
	Risen		ELL IV/Grades 6-8
"ew – own" progression			
	Known		ELL III/Grades 3-5
	Grown		ELL III/Grades 3-5
	Thrown		ELL III/Grades 3-5
	Flown		ELL III/Grades 3-5
	Blown		ELL III/Grades 3-5
	Drawn		ELL IV/Grades 6-8
Long vowel to short vowel progression			
	Feed	Fed	ELL II/Grades 1-2
	Meet	Met	ELL III/Grades 3-5
	Shoot	Shot	ELL III/Grades 3-5
	Lead	Led	ELL III/Grades 3-5
	Slide	Slid	ELL III/Grades 3-5
	Plead	Pled	ELL III/Grades 3-5
	Bled	Bled	ELL IV/Grades 6-8

DISCRETE SKILLS INVENTORY (DSI)

# Structured English Immersion (SEI) Models

In 2013, the Arizona ELL Task Force was dissolved and the State Board of Education

## ILLP Implementation Documents

### REQUIRED DOCUMENTATION

- [ILLP Document](#)
- [Attachment A](#) [Word](#) [PDF](#)
- [Attachment B](#)

### GUIDANCE DOCUMENT

- [Guidance Document \(complete with all required documentation\)](#)

### Sample of Language Development Strategies in the Content Area

- [Language Development Strategies in Math](#)
- [Language Development Strategies in Science](#)
- [Language Development in Social Studies](#)

- [Half-Day Kindergarten and ELD – OELAS and Title I Guidance \(from June 23, 2010\)](#)



# ELD Professional Development



## Professional Development Aligned to Arizona's English Language Proficiency Standards for English Language Development

The Arizona Department of Education, through the Office of English Language Acquisition Services (OELAS), has

been providing various types of professional development in order to assist with implementation efforts throughout the state. Professional development is offered in various formats such as face-to-face workshops and institutes, webinars, online courses, and web-content delivery. Specific information on the professional development offerings by the Arizona Department of Education can be located by selecting the appropriate icon below. Professional development is being offered around the state in different phases. Please see the descriptions listed below the icons if you need more clarification on the meaning of these phases.



**Face-to-Face**



**Webinar**



**ELD Resources**



**Online Course**

FAQ

COMMON  
LOGON



Home | AZE

OELAS Conference | PELL | About Us | Contact Us |

Development

FAQ

Standards



Resources

PELL

AZ College & Career  
Ready Standards

K-12 ACADEMIC  
STANDARDS

ASSESSMENT

Move On When  
Reading







Face-to-Face



Webinar



ELD Resources



Online Course

**A-Z**  
All Programs

FIND A SCHOOL

District  
Schools

Charter  
Schools

Private  
Schools

not topics.

- SDELL70 Report Relocated
- SEI Budget – 2013-2014
- Directive Regarding the AZELLA Resolution Agreement

OELAS Website At-A-Glance:

- Announcements / Memorandums
- Arizona English Language Learner Assessment (AZELLA)

# LANGUAGE LEARNERS

ELD | Title III | OELAS Conference | PELL | About Us | Contact Us |

FAQ

ELP Standards

ELD Professional  
Development

ELD Resources

PELL

Arizona's Common  
Core Standards

OTHER ACADEMIC  
STANDARDS

ASSESSMENT

Move On When  
Reading

Language Acquisition Services  
I to providing guidance, assistance,  
rizona's school districts and charter  
the educational needs of Arizona's  
ier (ELL) population by... -mo

rence Registration is open  
al Development  
of the Year

a Template  
Template  
Template  
Success Stories Nomination Form  
ctions Newsletter



## Instructional Resources –

Including Websites, Videos, and Professional Reading

### Oral English Conversation and Vocabulary

Elementary Resources

Secondary Resources

### Reading

Elementary Resources

Secondary Resources

### Writing

Elementary Resources

Secondary Resources

### Grammar

Elementary Resources

Secondary Resources


ERS

# Title III

## Title III Allocation

- FY 2015
- FY 2015
- FY 2014
- FY 2013
- FY 2012
- FY 2011
- FY 2010
- FY 2009
- FY 2014
- Title III C

## Title III Frequently Asked Questions (FAQs)

- Title III FAQs

## Title III Allocations List

## Title III Annual Measurable Achievement Objectives (AMAOs)

## Title III Immigrant Children and Youth

- USDOE Letter Regarding the Definition of Immigrant Children and Youth
- FY 2014 Emergency Immigrant Grant Letter to the LEAs
- FY 2011-2012-2013 Immigrant Counts by LEA
- FY 2010-2011-2012 Immigrant Counts by LEA
- FY 2009-2010-2011 Immigrant Counts by LEA
- FY 2008-2009-2010 Immigrant Counts by LEA
- Immigrant Need Code In SAIS How To Instructions

District  
SchoolsCharter  
SchoolsPrivate  
Schools

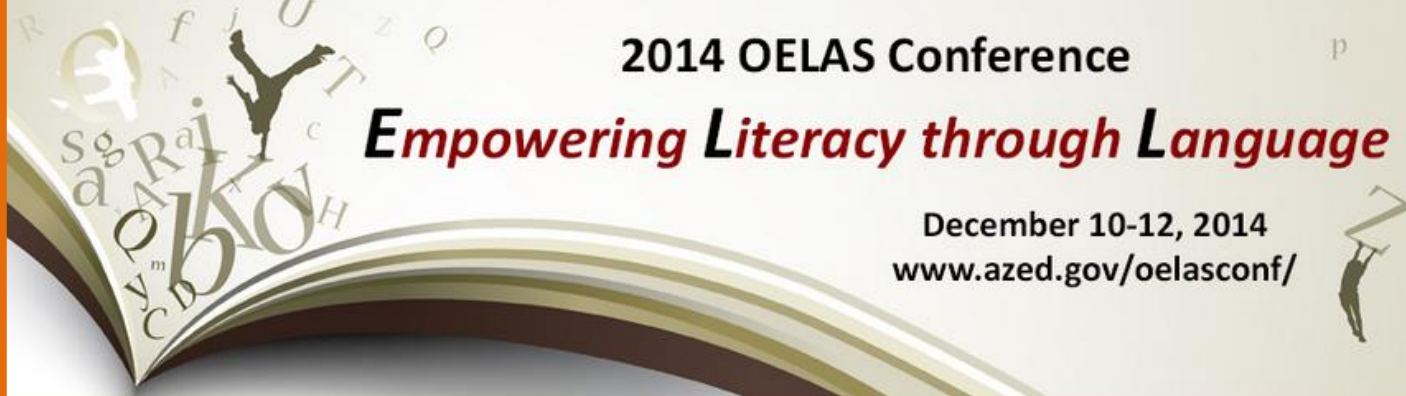
- FY 2011 Title III AMAO Determinations

## Services to Private Schools

- Private School Participation in Title III Programs
- Arizona Department of Education NCLB Complaint Procedures for Private Schools

16 17 18 19 20 21 22  
23 24 25 26 27 28 29  
30

- FY 2005 Title III AMAO Determinations
- FY 2004 Title III AMAO Determinations
- Arizona's School Accountability System Technical Manual – Volume III: Title III Accountability



[Home](#) | [AZELLA](#)

[Contact Us](#)

[Overview](#) | [Lodging](#) | [Agenda](#) | [Featured Speakers](#) | [Wednesday](#) | [Thursday](#) | [Friday](#) | [ELL Teacher of the Year](#) | [ELL Student Success Stories](#)

You are here: [Home](#)

## Overview

### 2014 OELAS Conference

### Empowering Literacy through Language

December 10-12, 2014



JW M

OELAS Conference Coord

The 2014 OELAS Conference focuses on empowering literacy for continuing professional development and skills to effectively deliver. We will continue to be showcased as we polish and celebrate our success.

Join us in Tucson for Empowering Literacy through Language.

- [2014 OELAS Conference – Save The Date Postcard](#)
- [2014 OELAS Conference – Session Proposal Application](#)

[Previous OELAS Conferences](#)



# ENGLISH LANGUAGE LEARNERS

[Home](#) | [AZELLA](#) | [ELL Forms](#) | [ELP Standards](#) | [SEI Models](#) | [ELD](#) | [Title III](#) | [OELAS Conference](#) | [PELL](#) | [About Us](#) | [Contact Us](#)

## DEPARTMENT MENU

- [Superintendent](#)
- [About Department of Education](#)
- [Accountability](#)
- [Standards & Assessment](#)
- [Educator Certification](#)
- [Finance / IT / Business Services](#)
- [Special Education](#)
- [English Language Learners](#)
- [Employment Opportunities](#)
- [School Reports / School Results](#)
- [Career & Technical Education](#)
- [State Board of Education](#)

**A-Z**  
All Programs

## FIND A SCHOOL

[District Schools](#)[Charter Schools](#)[Private Schools](#)

## NOTICE OF PUBLIC MEETINGS

### EVENT CALENDAR

2014

							1
2	3	4	5	6	7		8
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

You are here: [Home](#) / [PELL](#)

## PELL

### Practitioners of English Language Learning

[PELL Meeting Documents for September 19, 2014](#)

[PELL Meeting Documents for May 9, 2014](#)

[PELL Meeting Documents for February 21, 2014](#)

[PELL Meeting Documents for September 13, 2013](#)

[PELL Informational Webinar Documents for May 13, 2013](#)

[PELL Informational Webinar Recording for May 13, 2013](#)

[PELL Meeting Documents for November 2, 2012](#)

[PELL Meeting Documents for April 27, 2012](#)

[PELL Meeting Documents for February 7, 2012](#)

### PELL Archives

[PELL Archives](#)

### ELL Coordinator Boot Camp

[ELL Coordinator Boot Camp Documents for September 18, 2014](#)

[ELL Coordinator Boot Camp Documents for September 12, 2013](#)

## FAQ

## ELP Standards

## ELD Professional Development

## ELD Resources

## PELL

## AZ College & Career Ready Standards

## K-12 ACADEMIC STANDARDS

## ASSESSMENT

## Move On When Reading

[Home](#) | [AZELLA](#)

[About Us](#) | [Contact Us](#)



## Mission

OELAS Mission: To serve Arizona English language learners and their parents, in partnership with local education agencies (LEAs). Through our demonstrated commitment to provide professional, competent technical assistance and professional development to our partners in education, we ensure that all English language learners have equal educational opportunities to achieve academically.



# ENGLISH LANGUAGE LEARNERS

[Home](#) | [AZELLA](#) | [ELL Forms](#) | [ELP Standards](#) | [SEI Models](#) | [ELD](#) | [Title III](#) | [OELAS Conference](#) | [PELL](#) | [About Us](#) | [Contact Us](#) |

## Contact Us

### OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES

## OELAS

#### Deputy Associate Superintendent

Kelly Koenig / [Kelly.Koenig@azed.gov](mailto:Kelly.Koenig@azed.gov)

#### Director of Monitoring / Title III

Pending

#### Director of Professional Development

Lin Murnane / [Lin.Murnane@azed.gov](mailto:Lin.Murnane@azed.gov)

#### Associate Superintendent

Carol Lippert / [Carol.Lippert@azed.gov](mailto:Carol.Lippert@azed.gov)

**Main Line:** 602-542-0753

**Fax:** 602-542-3050

**Email:** [OELASInbox@azed.gov](mailto:OELASInbox@azed.gov)

#### PROFESSIONAL DEVELOPMENT / TRAINING TEAM

Secily Downes / 602-542-2765

Andrea Grabow / 602-364-1806

Denella Rose / 602-542-4836



# Questions?



**Denella Rose**  
Education Program Specialist – OELAS  
[denella.rose@azed.gov](mailto:denella.rose@azed.gov)